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The School Journal.

Entered at the New York Post Office for transmission through the mails as SECOND CLASS MATTER.

ESTABLISHED 1870.

THE SCHOOL JOURNAL,

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

R. L. KELLOGG & CO., Educational Publishers,
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New York, December 24, 1881.

Subscribers who are in arrears will greatly oblige us by sending the amount due.

1870 THE SCHOOL JOURNAL. 1882

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TWELFTH YEAR,

has greatly increased, and is increasing every day. Let every subscriber and every agent aid us to swell the list. Remember, it pays to take the SCHOOL JOURNAL. It will cost you only \$2.00 a year, with no charge for postage. For this sum, you get 800 PAGES of educational material of the most valuable kind. Send 10 cents for specimen copies and our new Premium List.

E. L. KELLOGG & Co.

THE progress of the JOURNAL is something we may justly feel proud of. Looking back to 1880 we see we have more than doubled its subscription list. But better than this we can report. From all sides comes praises of its remarkable usefulness in the school-room. We justly take courage and go forward. While the JOURNAL has sought to magnify the teacher's profession, it has mainly sought to show what REAL TEACHING is. Speed the day when that shall abound in every district.

We add these facts:

The TEACHERS' INSTITUTE too has met with wonderful favor; its last edition was 20,000!

The SCHOLAR'S COMPANION reaches nearly the same large figures.

FIRST TEACHING has met with remarkable favor.

These statements will give pleasure to all our friends; they will see that our work is meeting with an encouraging recognition.

WE tender earnest wishes to all that they may have a fulfilment of their desires for a genuine success in the school-room. The holiday season brings the teacher near his pupils. There will be presents and merry making; we trust the teacher will be among the happiest, and that the brief rest will fit him to return with more zeal and strength into his important work.

WE commented on the questions issued by the State Supt. of Mich., for the examination of teachers. The Pau Pau True Northener says:

"We do not hesitate to say that any person who expects to teach ought to be able to pass such an examination as was required here."

We should say so! Why pupils from the N. Y. City Grammar Schools could answer them.

THE American Book Exchange has gone into the hands of a receiver. Quite a number of credulous persons in various parts of the country subscribed to its stock without asking the New York publishers what they thought of the scheme so glowingly set forth by "John B. Alden, manager." This same "manager" is out with another circular asking for subscriptions to the extent of ten thousand dollars to start a society for promoting useful knowledge! He evidently believes in that maxim, "The fools are not all dead."

THERE are those who think they have learned how to teach. They then do their work over and over in the same style every day—to the utter disgust of the class. "Try and induce that teacher to take the JOURNAL," said a principal. "She is smart, but her work has such a dreadful sameness that her pupils have exhausted all they will get from her in two weeks time. I am sorry for them." On an interview the teacher was found to be bright looking. "What is the price?" "Two dollars." "Two dollars! Why, what an excellent pair of gloves I could get for that sum!" Fact!

THE Children's Aid Schools have done a noble work and richly deserve the co-operation of the charitable. The schools number 21 day schools, 12 night schools, beside lodging houses at which over 14,000 boys have been kept, beside sea-side resorts for the sick. The work in the schools we can emphasize as being (with the difficulties they encounter) something remarkable. Among the teachers there is an enthusiasm, a display of skill, an exhibition of natural and professional ability wholly disproportionate to the meager salaries they are paid.

IT is nearly nineteen centuries since Christ came on earth. The announcement of "good will to man" has not reached all mankind; nor, indeed, do those to whom it has come appear to comprehend the sweetness of the words. Still are the diseases, the disasters and the failures of mankind believed to be caused by a hand that avenges much and aids little. Yet some progress is visible, and the return of Christmas Day awakens us to contemplate again the wonderful ideas that Christ unfolded to mankind. And the distribution of school-houses in a country is no mean measure of the extent to which Christ's teaching has taken root. As sweet Christmas Day comes round, let us who teach, reflect that Christ undertook to reform mankind by the power of TEACHING; we shall benefit mankind when we have his spirit.

THE President, in his Message, recommends liberal appropriations to the support of the Indian schools. He says: "A large portion of the public domain has been from time to time devoted to the promotion of education. There is now a special reason why by setting apart the proceeds of its sales of public lands or by some other course, the government should aid the work of education. Many who now exercise the right of suffrage are unable to read the ballot which they cast. Upon many who had just emerged from a condition of slavery were suddenly devolved the responsibilities of citizenship in that portion of the country more impoverished by war. I have been pleased to learn from the report of the Commissioner of Education that there has been lately a commendable increase of interest and effort for their education, but all that can be done by local legislation and private generosity should be supplemented by such aid as can be constitutionally afforded by the national government. I would suggest that if any fund be dedicated to this purpose it may be wisely distributed in the different States according to the ratio of illiteracy, as by this means those locations which are most in need of such assistance will reap its especial benefit."

A BILL has been introduced by Mr. Blair of New Hampshire, to aid in the establishment and temporary support of common schools in the United States. It appropriates in the aggregate \$105,000,000, to be expended as follows: Fifteen million dollars in the first

year and thereafter this sum to be diminished one million yearly until ten annual appropriations shall have been made. The annual appropriations are to be divided among the several States and Territories in that proportion which the whole number of persons in each State of ten years of age and upward who cannot read bears to the whole number of such persons in the United States. One by Mr. Teller of Colorado, "to establish a board of public education and to aid in the support of public schools in the United States. It appropriates and apportions ten million dollars annually among the several States and Territories according to the number of their resident population over ten years of age, who cannot read; the amount so apportioned to be applied to the education of children between the ages of six and eighteen, without distinction of sex or color, the appropriations to continue until January 1st, 1894."

THERE is a conviction taking possession of a part of the public that much of the teaching in the schools is of a very poor quality. This must be admitted at the outset. It is not pleasant to admit, but facts cannot be denied. Look at the Empire State; with all its defects we think the average teacher here is as good as the average teacher elsewhere. Or look in the City of New York itself. Ascertain how large a number have a special fitness of any kind for this most important work; you will be surprised at the result.

Why is this? The answer is easy to give. *Because the people do not really want good teachers.* A few may say they do, but the majority do not let them say what they will. When Jacob Patterson was a member of the Board of Education of this City, he declared that the paying of \$3,000 to principals was too much, that there was plenty of men of education who could be hired for \$1,000. How many are there of his way of thinking? A great many, as every one knows.

But the point is this. What are Mr. Patterson's ideas of a teacher. If we find what his is we shall know that of the public, for he represents the public. The common idea is that any young man or woman of good moral character if he has a fair knowledge of the objects usually studied in the schools can teach. No wonder the teaching in the schools is of such a poor quality! The public need not complain; they get as good as they ask for. Let us reform public opinion.

CAMPBELL has inaccurate and erroneous ideas concerning education. He is on the jury of three to say how much shall be expended for the 130,000 children in the public schools. That Brooklyn and Philadelphia expend less per capita is a poor argument enough. There are reasons for that, and the main one is that those cities give a certain sum without reference to the question of a decent remuneration for labor at all. We contend this is the question: Do the teachers receive too large a sum to pay them for the labor they do? And, having looked carefully over the matter from an independent standpoint, we can say, No. To hire men and women of education, culture and skill, a decent salary must be paid. The city of New York has not got so low that it wants *cheap men and women in its schools*; it wants persons of talent, of ability, force of charac-

ter and trained skill. Such persons must be paid fair salaries. If they don't do it in Brooklyn or Philadelphia that is so much the worse for them. Here are 130,000 children to be attended to (to say nothing of the corporate and other schools,) and the sum asked for is not too much to expend on them; on the contrary it is too small. The number of primary teachers should be doubled. Sixty pupils are twice as many as they can do justice to. The Comptroller would agree with this if he would go with Mr. Wood through the schools. And we advise him to go through the schools and see the little children packed in like sardines, and then come to his office and cut down the estimates, if he can.

The Comptroller is behind the times on the question of higher education. That question New York city settled a good many years ago. As Com. Beardslee well said, "they believe in every child having the chance to get a college education." Mark, Mr. Campbell, it is not the Board of Education that has fixed on this plan, it is the notion of the majority of the voters in this city, as you will find if you attempt to meddle with it.

When Mayor Grace was nominated it was feared he would "go back" on the schools. He wrote a letter in which he assured the public of his friendly feeling for the schools. The time has come for him to carry out the sentiments of that letter.

If there must be retrenchment, we will make suggestions, free of charge, to the Mayor and Comptroller, by which four to five millions can be saved in each and every year. It is a curious fact that when the family expenses are to be reduced we first reduce what we pay for religion, culture and education; the last to be reached on the list are the wines, brandies and cigars!

For the SCHOOL JOURNAL.

A PRACTICAL EDUCATION.

There has a general terror seized on the routinists of the school-room, because a change in the program of studies is proposed. They protest that there is no way by which a human being can be successfully educated excepting through a certain course—a certain number of designated studies in which every pupil is required to make a certain amount of progress, and that without reference to their use by the pupil in after life. In distinction with this the opinion is gaining ground among practical men and women, outside as well as inside of the school-rooms, that the need of the pupil is of more practice and less theory; there is a demand increasing that our schools should be so conducted that those who are supporting them should receive what they pay for—an education, whereas now they patronize a "knowledge shop"—and the wares disposed of are out of date. The citizens' association of Chicago recently has taken up the subject. This association is composed chiefly of wealthy men, has pioneered several important reformations and is now debating the subject with great earnestness. It condemns the parrot system of memorizing now in vogue; demands direct moral, religious, and physical training, and shows that manual training would react upon the purely intellectual methods now used, and which alone do not impart to the pupil what he will need to know when he makes his entrance upon the stage of actual life. They propose to unite the manual with the intellectual training in the public schools, and thus give the boy, with his reading, writing, and arithmetic, a practical knowledge of the elements of all the trades or crafts. This will be derided, declared impossible, and we shall be told that the plan is to make blacksmiths, carpenters, etc. But this is not so new as these people imagine. In Jamestown, N. Y., the new plan is quietly at work.

In Philadelphia, the children come of their own accord to learn carving, drawing, etc. Thousands of young men emerge from the elegant grammar schools of this city and find they cannot earn a living. A child of eight or ten years of age in Italy, produces work our travelers pay a round sum for. Our boys of that age if obliged to work, black shoes and sell newspapers! While science, philosophy, literature, language, are valuable, the power to use the hands inventively and constructively is still more valuable. Look around you in your homes and see what it is you have spent your money for. You see the results of *hand labor*. "Govern yourselves accordingly."

THE SCHOOL AGE.

Dr. Jacobi has made this a special study from the standpoint of physiology. His conclusion is that, as a rule, a child should not be sent to school before he is 8 years old. Not till this age is its brain substance sufficiently developed. An infant's brain is soft. It contains a large percentage of water. It is deficient in fat and phosphorus, on which, to a large extent, intellectual activity depends. The convulsions are fewer.

The different parts of the brain do not grow in size and weight alike—the normal proportion of the front, back, and lateral portions not being reached before the age of ten. So, too, the proportions of the chest to the lower portions of the body is not attained until the 8th year, while that part of the back (the lumbar), on which the sitting posture depends, is even then only moderately developed.

About the fifth and sixth years the base of the brain grows rapidly, the frontal bones extend forward and upward, and the anterior portion grows considerably. Still, the white substance—the gray is the basis of intelligence—and the large ganglia preponderate. It is not till about the eighth year that the due proportion of parts is reached, and a certain consolidation, both of the brain and the organs of the body generally. Before this period, it is safe only to give the memory moderate exercise.

Freiberg, the founder of the Kindergarten system, reached the same result, by observation. Jacobi recommends that the children be entertained and gradually developed in the Kindergarten. "Here," he says, "their activity is regulated, their attention exercised, and their muscles invigorated. Both imagination and memory are taxed to a slight degree only." "With increasing years, the gray substance becoming more and more developed, their thinking powers are gradually evolved. The secret of a thorough education lies in the uniform development of all powers. To develop one at the expense of the others is to cripple all."

PESTALOZZIAN PLANS AND PRINCIPLES.

1. Activity is a law of childhood. Accustom the child to do—educate the hand.
2. Cultivate the faculties in their natural order—first form the mind, then furnish it.
3. Begin with the senses, and never tell a child what he can discover for himself.
4. Reduce every subject to its elements—one difficulty at a time is enough for a child.
5. Proceed step by step. Be thorough. The measure of information is not what the teacher can give, but what the child can receive.
6. Let every lesson have a point, either immediate or remote.
7. Develop the idea—then give the term—cultivate language.
8. Proceed from the known to the unknown—from the particular to the general—from the concrete to the abstract—from the simple to the more difficult.
9. First synthesis, then analysis—not the order of the subject, but the order of nature.

QUESTIONS.

1. A teacher begins arithmetic by teaching a child to count orally, 1, 2, 3, 4, etc. What principle is violated?

2. A teacher teaches multiplication by letting the children sing the tables. What principle is violated?

3. He begins geography by use of globes, pointing out continents, etc. What principle is violated?

4. He begins natural history by taking the children into a museum where there are specimens of all kinds, and makes a classification. What principle is violated?

5. To develop an idea, he begins by saying: "Children, I am going to teach you something—'All things through we can see clearly are transparent.' Look at this piece of glass." What principle is violated?

6. Having developed an idea, he omits to give the term or put it on the board. What principle is violated?

7. He gives a lesson on coal, without presenting the object. What principle is violated?

8. He gives a lesson without observing any divisions either by simultaneous repetition, or by writing on the board. What principle is violated?

9. He teaches reading by the same method. What principle is violated?

10. He adopts a uniform plan in all lessons, so that the children always know in what order a subject will be represented. What principle is violated?

11. He tells the children that water is a liquid, and then shows what a liquid is. What principle is violated?

12. He gives a lesson on position and distance, always measuring and representing the object himself. What principle is violated?

13. He gives a lesson on the lion, before the children have had one on the cat. What principle is violated?

14. He gives a lesson on perching birds as an order, before any have been given on the robin, canary and other individuals. What principle is violated?

15. The teacher, giving a lesson on a tiger, refers to the cat—lets one child talk of the cat at home, another of the dog, a third of the horse, a fourth of riding the horse to town. What principle is violated?

16. He undertakes to give lessons on the parts of speech to children who have had no lessons on objects. What principle is violated?—SHELDON'S Elementary Instruction.

ENGLISH GRAMMAR.

[Abstract of a lecture delivered before the Male Teachers' Association of N.Y. City, by S. M. Perkins, Esq.]

It rests with the common schools to preserve the English language in its purity, and the schoolmaster all over the land is the efficient preventive to the development of innumerable patois, that would hinder the building of our political edifice, as surely as the confusion of tongues hindered the building of Babel. It is necessary that grammar should be taught in the school-room (since it could be taught to the common people nowhere else), that our children may learn to speak and write the English language correctly, that they may understand the principles of English construction, and have the rules relating to form and arrangement formulated, so that in writing there may be a conscious application of these rules, and that difficulties may be resolved, that habits may be corrected, and that vulgarisms may be avoided.

Let us take it for granted that there are forms and formulas taught in grammar that will help a person lost in a wild of words to find his way, that will aid the writer to correct his errors, that will rise like warning ghosts, even when one is speaking, and make him correct an expression, or mentally swear that he will not blunder thus again. Then comes the question—What shall be taught under this head—English grammar.

English grammar is the study of the English language. The first lessons in language come from the mother's lips, and lessons in language are the first presented in the school-room, no longer by unmeaning characters called letters, but by words, words, not as arbitrary signs, but as symbols of objects in real life, representing familiar ideas, names of ac-

tual things; and if the teacher has tact, the child learns to pronounce and to use words with a full and definite consciousness of their meaning. They begin to read.

At what age should the child's attention be called to the philosophical relations of words, to the logical construction of sentences, to grammatical definitions and changes. This is a question of development rather than of age. If in the lower grammar grades the child has been properly taught in reading, recitations, and in writing simple synopses of lessons or subjects assigned, the practical use of language will have corrected the vulgarisms of ordinary speech, and have actually taught the correct use of many of the grammatical forms, it will have given skill in the use of words within the range and scope of the child's intelligence. The subject of technical grammar will be an easy step in the natural progress of the study of language.

It is idle to deny that the mental discipline resulting in the study of grammar is more efficient and wide-reaching than that obtained in any other department of study.

For the SCHOOL JOURNAL.

TAKE AN INTEREST IN THE TEACHERS.

By C. J. WILBUR, M. D., Lincoln, Ill.

How often do parents take any interest or thought about the teachers to whom they send their children for their education?

From year to year, are not even their names unknown to them? How seldom do parents visit the school? When have you known of an instance of a parent making the slightest advance towards an acquaintance with the public school-teacher, who has perhaps the future intellectual growth and culture of their children, to a very great extent, entirely in their hands?

Should there not be some interest manifested by parents in the comfort, happiness and welfare, socially, if in no other way, of the public school teachers? Seldom is the teacher ever thought of by the parent unless something is complained of by their children. When the teacher does well, and the children progress regularly and stand well in their classes, the children may be praised by their parents, but do they ever feel grateful to the teacher? If perchance they feel grateful—do they ever make any expression of it to the teacher?

Would it not be well for parents to consider this matter and manifest some interest in the teachers, who oftentimes do so much for them, in the care and training morally, intellectually, and even physically, of their children?

THE CO-OPERATIVE DRESS ASSOCIATION.—The announcement that an effort would be made to organize a Co-operative Dress Association in New York, similar to those which have been so successful in England, awakened interest at once, and the capital stock of \$250,000 was subscribed rapidly. Members of the association are allowed a discount of five per cent. on retail prices, which with a dividend of 6 per cent. per annum out of the profits, is the advantage they receive from their investment. The large double building at Nos. 31 and 33 West 23rd Street has been leased and arranged with every convenience for carrying on the business. The first floor is stocked with dry goods, including bed and table-linen, blankets, gentlemen's furnishing goods, laces, etc. The second floor is devoted to ladies and children's suits, cloaks and shawls. Of these a large variety is shown in all grades. On the third floor are found men's, women's and children's boots and shoes, millinery, and a bazaar which contains stationery, toilet articles, jewelry and ornamental and useful things in china and glass. The fourth floor is to be devoted to tailoring. The front part of the fifth floor has been furnished for a members' parlor. On the walls are hung pictures by well-known artists, which are for sale on commission, and the number will be increased as the season advances. The tables are well supplied with newspapers and magazines. Back of the parlor is the circulating library. Beyond the library is the lunch-room. On the sixth floor are the fitting and work rooms, in which the dressmaking of the establishment is done.

Another form of busy work which is also very instructive, is a sort of a review exercise. Prepare slips of cardboard with words written upon them, forming sentences which they have had from their chart, or from blackboard work, two or three words on one slip. Say you give a child three slips of cardboard. On one is written the word "see," on another the words "the pretty," on another, the words "ship sail." The pupil is first allowed to properly arrange his ships to form a sentence. The words being so arranged on the slips as to require little time in preparing them, so as to make perfect sentences, the greater part of the time is then spent in copying the sentences from the cardboards. At

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

SUGGESTIONS ABOUT GRAMMAR.

By E. D. M.

Grammar has been considered a dry subject; but if properly taught, will, I believe, prove to be as interesting a topic as history or descriptive geography, or, in fact, any other study in which children are usually interested.

The interest manifested by the pupils in the study of any branch depends upon the teachers. First, settle in your mind that, to be able to parse a sentence correctly does not make one a grammarian. Children should not cram into their heads a lot of rules, the meaning of which they are unable to comprehend.

A teacher should not confine herself to a textbook, no matter how good the book may be. The most successful teacher of grammar with whom I am acquainted is a lady who teaches the subject from a reader—using no text-book whatever, but demonstrating each principle upon the black-board; framing sentences of her own, to illustrate the idea she wishes brought out; and I speak understandingly when I say that those students, who have passed through her classes, are competent to take hold of any sentence ever constructed, and dispose of it satisfactorily. And this brings me to another point, namely—do not be afraid to use the black-board. There seems to be a great attraction for children about a black, and their attentions is sooner secured and longer held by a black-board demonstration than one without its use.

For the SCHOOL JOURNAL.

OCCUPATION.

By Miss N. BURLINGAME.

This is perhaps the pleasantest part of the teacher's work; for it is while the child is busy with this part of instruction, which is to him, play, that the real child-nature makes itself known. It is during this period that you see the natural child—the child as he really is. Guided by the teacher, wisely restrained in one direction, gently encouraged in another—left to himself for a moment while the teacher looks on—the child feels that he is really *making* something. As mischief is merely "misdirected industry," turn the child's constructive faculties into the right channel, and you will find that you have performed much.

One very interesting form of occupation or busy work is, to give the pupils pictures previously cut up, for them to put together. Almost any teacher can with very little trouble procure suitable pictures for this class exercise. Pictures of objects, such as we find among old magazine pictures, are among the best. Another instructive form of occupation called sentence-building, consists of cards cut in squares with words written upon them, from which the pupils construct sentences. For instance, one child has given him, five squares with the words *saw*, *I*, *dog*, *black*, and *a* written upon them, which he arranges upon his desk so that the squares give the sentence, "I saw a black dog." For exercise in punctuation in connection with sentence-building, give every child two squares, on one of which is a period, and on the other a question-mark. In a very short time, and in a very pleasant way, the child learns the uses of these two marks—others being learned in similar manner.

Another form of busy work which is also very instructive, is a sort of a review exercise. Prepare slips of cardboard with words written upon them, forming sentences which they have had from their chart, or from blackboard work, two or three words on one slip. Say you give a child three slips of cardboard. On one is written the word "see," on another the words "the pretty," on another, the words "ship sail." The pupil is first allowed to properly arrange his ships to form a sentence. The words being so arranged on the slips as to require little time in preparing them, so as to make perfect sentences, the greater part of the time is then spent in copying the sentences from the cardboards. At

first it will take the pupil some few moments to arrange these words properly, but as the child's mind grows, he will grasp at the thought more quickly. Then you can arrange harder sentences for him. Ownership means so much to a pupil in school, to a little fellow, and better results are often obtained when each pupil has his own work before him on his own desk. Particularly is this true of writing and drawing. The model is near the child, and he carries the mental picture of the former better, and reproduces it better in either instances, if not obliged to look further than his desk for it.

For the SCHOOL JOURNAL.

FOR THE PRIMARY CLASS.

LESSON IN READING.

(As witnessed in the Primary Department of Grammar School No. 41.)

It is a good thing to introduce the day pleasurable with cheery song. Miss Whitney recognizes this, and acts accordingly. The singing was delightful, the young voices blending harmoniously. In the class-room exercise reading was witnessed. The class had just been promoted from the sixth to the fifth grade.

Readers were distributed and opened to page 19. The more difficult words were first pronounced and spelled in order that the reading might proceed more understandingly thereafter. Among these were: Hark, bark, form, sly, fast, new, lie, what, tie, stay.

Each word having been pronounced and spelled once or twice, the teacher began to analyze the picture in the Reader illustrative of the story:

"Tell me what that is behind the barrel in the picture." "A fox." "Who stand in front of the barrel?" "Two little boys." "Look at the lesson, and see if you can find the names of the two boys," "John." "Spell John. Spell the larger boy's name." "N-e-d—Ned." "Annie, read what John says: 'Do you see the new dog, Ned?'" "Alice, what does Ned say." "'It is not a dog, John, it is a fox.' 'Then what says John?'" "'But hark, he can bark as a dog.'" "'Yes, but he has not the form of a dog.'" "'May I go to him and pat him?'" "'No, he will hurt you if you do; he is so sly. He bit Tom in the hand just now.'" "'What is the word before now?'" "Just." Spell just; pronounce just. What did John ask Ned?" "'How did Tom get him?'" "What did Ned answer?" "'The man at the mill got him in a trap, and he let Tom have him.'" "'What will Tom do with him?'" "'He will tie up the fox and let him lie on the litter in that tub.'" "'What does litter mean?'" "A lot of straw or grass." "Spell litter. Who can tell the very hard word in the next verse?" "Liberty." "We will write it on the board. Who knows what it means?" "It means to do as we like." "Spell liberty. Now read the line. 'Will he run off if he is set at liberty?'" "'Yes, and he can run swiftly. He will get off to the dell if he can, but he may go to the shed?'" "'What would the fox go to the shed for?'" "To get the chickens."

Thus the reading lesson was continued. It was not a mere repetition of words, for the sense of the lesson was made of first importance, although the pronunciation of the words was not neglected. (In the interval which ensued between this study and the next, it was noted that the children were allowed freedom of movement that they might rest themselves.)

The next exercise was the writing and reading of numbers. The teacher placed numbers on the board; the children copied and read them. Then the teacher said, "Write 123; Hattie read the number. Now put down 479; where does the 4 come?" "Under the 1." "The 7?" "Under the 2." "The 9?" "Under the 3." "Put down 568. Where is the 5 written?" "Under the 4." "The 6?" "Under the 1." "The 8?" "Under the 9." Thus the dictation and the questioning continued. When the work was finished, every child's slate had the numbers accurately written.

Before drawing the horizontal line at the foot of the example, the class was asked what kind of line to draw, and replied "A horizontal line." The figures were then added by the children.

For the SCHOOL JOURNAL.

DIARY OF EVENTS.

(These may be read to pupils and then discussed by suitable questions; thus historical, geographical and industrial knowledge will be gained.)

Dec. 9. The Ring Theatre was burned in Vienna, Austria, and about 1000 persons were destroyed.

Gov. St. John, of Kansas, offers rewards for the arrest and conviction of persons who sell intoxicating liquors in that state. (Explain that this state has passed a prohibiting law.)

The President is asked to appoint of Judge in the Supreme Court. (What causes the vacancy? How many judges?)

There is to be an International search for the Jeannette. (Explain.)

Dec. 10. Rolling mills at Pittsburg, burned. Loss \$300,000. (What are rolling mills?)

At Gibson's Station near Pittsburg, Pa., a shanty took fire and thirty persons were burned.

Dec. 11. Dr. Talmage says, "Guiteauism" is nothing but able bodied begging.

Dec. 16. The English government sized a edition of a paper which had cartoons, or pictures thought to be seditious. (What is sedition? When can the government stop a paper?)

An American citizen named Goettel, in Vienna, subscribed \$62,500 to the relief fund of the Vienna sufferers. (How did they sufferers?)

Pierola has resigned the Presidency of Peru. (What are Peru's troubles?)

In the House of Rep. 867 bills were introduced. (What is a bill? How introduced?)

Congress has decided to adjourn from Dec. 21 to Jan. 5.

The President nominated Benj. H. Brewster of Pa., to be Attorney General. (What are his duties?)

The Excise Board of N. Y. City has reported to the Mayor, that 8,561 places are licensed to sell liquors. (This statement shows how our civilization is undermined! Think of it.)

In Providence, R. I. the Broadway school house was burned. Loss \$10,000.

Dec. 13. The burial of many of the victims of the Vienna fire took place—there will be 800 in all. An immense grave was opened, since most of the bodies are unrecognized.

Theodore Frelinghuysen of New Jersey, was confirmed by the Senate as Secretary of State in place of James G. Blaine resigned.

Chung Tsao Yu, the new Chinese Minister to the United States has arrived at San Francisco en route from Washington. He is accompanied by his wife, secretary and suite, numbering fifteen persons. He is about fifty-four years of age and pleasant in appearance. He is said to be a man of thorough education.

590 more bills were introduced in the House.

In Pa., the trial of "Molly Maguires" is going forward. (What are these?)

In Pa., a man put a can of dynamite in his stove to dry; it exploded and killed man wife and four children and demolished the house.

No tidings yet of the Bath City.

Dec. 18. Concealed arms and ammunition were discovered in Dublin, and papers relating to Fenian movements. (What about Fenianism?)

Eight nihilists have been sized in St. Petersburg. (What is their object?)

The London papers discuss the desire of the U. S. Government to control the Panama canal. They don't like the plan. (Why should we want to?)

The Jewish refugees from Russia are arriving in a very destitute condition.

The weather in New York is mild; no snow.

Dec. 19. An explosion occurred in a coal mine at Bolton, England, by which about 40 lives were lost. (What causes the explosions in coal mines?)

The determination in Ireland not to pay rent seems to be growing stronger day by day.

Sullivan, the composer of Pinafore has gone to Egypt; is composing another comic opera.

It is said the Reichstag will soon be dissolved. (How? Why?)

The subject of the presidential succession has been debated at length in the Senate. It is seen that the Presidency of the Senate should be a permanent

officer. (Who would succeed President Arthur in case of his death?)

Dec. 20. News has arrived that the Arctic exploring expedition steamer Jeannette was crushed in the ice June 23d; her crew put off in three boats and two landed at the mouth of the Lena. (Where is the Lena?)

Aylwnrd, secretary to Joutert, the Boer commander, will lecture in England in behalf of the people of the Transvaal. (Who are the Boers? What were their troubles?)

The missing steamer Bath City, it appears, was abandoned at sea; seventeen of the twenty-seven men were saved.

Hannibal Hamlin has presented his credentials to King Alfonso.

The Senate has confirmed Judge Howe as postmaster-general, Judge Gray as justice of the Supreme court, Mr. Trescot as special envoy to Chile and Peru.

The cross of the legion of honor has been bestowed on our Mr. Hiram S. Maxim.

Dec. 21. It is decided to erect a hospital on the site of the burned Vienna theater.

The Italian reform bill, giving the right to vote to all who can read and write, has passed both houses. (This evinces a decided progress toward self-government.)

Two children left at home by their mother in Sheridan, Mich., were burned to death. (Carelessness?)

The city auditor of Newark has appropriated \$125,000 of the city money. (Who loses this money?)

For the SCHOOL JOURNAL.

LANGUAGE LESSONS.

WORDING BUILDING.

BEOR. (Eng.) From this comes bearer, bier, barrow, bearing, overbear, overbearing, forbear, forbearing, borne, burden, burdensome, born, inborn, birth, bairn.

FER. (Lat.) From this comes confer, conference, differ, difference, different, indifferent, indifference, infer, inference, offer, prefer, proffer, refer, suffer, transfer, fertile, festivus, also fortune and furtive.

PHOR. (Greek.) From this comes periphery, metaphor, phosphorus.

All of these roots have one meaning, viz., bear, fer, and phor mean to bear. Compare these words in the three languages:

light bearer, lucifer, phosphorus.
light bearing, luciferous, phosphorexent.
a bearing over, transfer, metaphor,
a bearing round, circumference, periphery.
Require sentences using all these words and discuss them; use the dictionary.

For the SCHOOL JOURNAL.

GYMNASTICS.

Second Set.

	Hands clasped back of head.	2
a	Hands at side,	2
	Hands on hips,	2
	Hands at side,	2
	Repeat above,	2
b	Hands on hips; elbows moved back and forth,	2
	Hands at side,	2
	Hands revolved over each other,	2
	Hands at side,	2
	Above repeated,	2
c	Hands on toes of right foot,	1
	Feet on floor,	1
	Raise on both feet,	1
	Feet on floor,	1
c	Raise on toes of left foot,	1
	Feet on floor,	1
	Raise on both feet to	1
	Feet on floor,	1
	Above repeated,	2
d	'Wheel to the right,	2
	Front face,	2
	'Wheel to the left,	2
	Front face,	2
	Above repeated,	2
e	Step with right foot and right arm forward,	2
	Right foot and right arm in position,	2
	Left foot and left hand forward,	2
	Left foot and left hand in position,	2
	Repeat,	2
f	Step with right foot backward and right arm forward,	2
	Right foot and right arm in position,	2
	Left foot backward and left arm forward,	2
	Left foot and left arm in position,	2
	Repeat,	2

Hands on shoulders, feet in position,
Step with right foot backward, both arms forward,
Hands on shoulders, feet in position,
Repeat above,
Step with left foot backward, both arms forward,
Hands on shoulders, feet in position,
Repeat above,
Step with right foot backward, both arms forward,
Hands on shoulders, feet in position,
Step with left foot backward, both arms forward,
Hands on shoulders, feet in position,
Repeat above,

THE USE OF WORDS.

(FROM "THE VERBALIST," D Appleton & Co.)
ABILITY, CAPACITY. Capacity is the power of receiving and retaining knowledge with facility, while ability is the power of applying knowledge to practical purposes.

ABOVE. Instead of "the above statement," say "the foregoing statement." Above is also used very inelegantly for *more than*; as, "above a mile," "above a thousand;" also for *beyond*; as, "above his strength."

ADMINISTER. "Carson died from blows administered by policeman Johnson." Government and oaths, are administered; blows are dealt.

ALIKE. The word is often most bunglingly coupled with *both*. Thus: "These bonnets are both alike," or worse still, if possible, "both just alike."

AND. Few vulgarisms are more common than the use of *and* for *to*. Examples: "Come *and* see me before you go;" "Try *and* do what you can for him;" Go *and* see your brother, if you can." In such sentences as these the proper particle to use is clearly *to*, and not *and*.

ANTICIPATE. Lovers of big words have a fondness for making this word do duty for *expect*. It is, therefore, misused in such sentences as, "Her death is hourly anticipated."

ANY. This word is sometimes made to do service for *at all*. We cannot properly say, "She does not see *any*," meaning that she is blind.

ANYHOW. Its use, *in any manner*, by one who professes to write and speak the English tongue with purity, is unpardonable.

AS. "Not *as I know*;" but, "Not *that I know*."

AT. Things are sold *by*, not *at*, auction.

AT BEST. Instead of *at best* and *at worst*, we should say, *at the best* and *at the worst*.

AT LENGTH. This phrase is often used instead of *at last*. For "At length we managed to get away," say "at last."

BAD COLD. Inasmuch as colds are never *good*, why say a bad cold? We may talk about *slight* colds, *severe* colds, but not about *bad* colds.

BEEN TO. We not unfrequently hear a superfluous *to* tacked to a sentence; thus, "Where have you been *to*?"

BOUND. "I am *bound* to have it" should be, "I am *determined* to have it."

BUT. "I do not doubt *but* he will be here," should be, *doubt that*.

THE BLACKBOARD.

The blackboard is perhaps the most valuable adjunct to our common school apparatus. It can be used to great advantage in almost every branch of study. In teaching beginners to read by the "Word Method," the teacher can print upon the board the name of some objects familiar to the pupil, as "cat," "dog," "rat," etc. After this has been done, call frequent attention to the object and create an interest in the picture by questions and familiar conversations regarding it, until the picture and pronunciation of the word are inseparably impressed upon the mind. This will prove the shortest step from the known to the unknown and will make the pupil independent of the aid of his teacher sooner than any other.

The importance of using the black-board in teaching grammar to intermediate and advanced pupils cannot be over estimated. The calling of attention to inaccuracies written upon the board, and the correction of such inaccuracies will prove more beneficial than spending so much time in parsing

and analyzing from a text-book. Where each pupil's work is exhibited before the class a valuable lesson in language is possible in recitation, in almost all branches of study. Let the black-board be in constant use, not only in the branches we have named, but in every study in the school.—*Teacher's Hand-Book.*

For the SCHOOL JOURNAL.

A PROGRESS RECORD.

If teachers could get their pupils once interested in their studies, and continually keep them so, it would lessen the many little troubles that exist in a small or greater number in every school, and of course assist in obtaining knowledge as well as to retain what they have already learned. To assist in gaining this end, I am glad to offer the following, which we will call the Pupil's Progress Record: Let each pupil be furnished with a tablet of writing-paper or school scratch-book, in which, after school-hours they will write an idea, thing, sound, word, symbol, or anything that they have actually learned during the forenoon session, and the afternoon the same, with date appended. They should be allowed to take as many notes as they choose, but not less than one each half-day. Their records should be examined weekly in regard to neatness and correctness. At the end of a term or month the pupils should be examined on the items in their own record, and be rewarded accordingly.

You will find them vieing with each other to gain the common prize; you reward them for the items recorded on examination—these standing in their own record.

This may be used with variations in graded or ungraded schools to advantage, and, I hope, with success.

M. O. ROMAYNE.

LESSONS ON THE HUMAN BODY.

THE NOSE, AND SENSE OF SMELL.

What is there in the middle of your face? What is above the nose? what below it? what on each side of it? How does the nose help in guarding the eyes from injury? Tell me the parts of the nose. The holes are called *nostrils*. How many nostrils have we? How are they divided? By gristle. The end of the nose is called *tip*; the high part of it, the *bridge*; the outside of the nostrils, the *wings*. To what do the nostrils lead? There is a passage through them to the back of the mouth, through which we breathe; and there is also a passage from the eye to each of them, through which the fluid which cleanses and moistens the eye flows. Of what use is the nose? Do we use the nose in smelling only? How do we feel when we close the nostrils? We cannot breathe freely. Tell me some animals to which the sense of smell is very useful. What animals are guided in their search for others by the sense of smell? Dogs are very remarkable for their good scent. A dog, having lost his master, has been known to follow his steps, street after street, through a crowded city, by his scent. What use does man make of dogs in consequence of their fine scent? Not only dogs, but many other animals are directed in finding their food by this faculty. Some birds have wonderful scent, and can discover putrid flesh at a great distance, even when they are high in the air; such birds are very useful in clearing away that which would make the air very unhealthy. What animal has a long nose called a *snout*? How does the pig use its snout? Many animals besides the pig use the snout in grubbing up the earth to get at roots or worms, and some use it for making in the earth the holes in which they live. Can you mention any of these? The hedgehog and mole; both these animals have pointed snouts full of muscles, which make them very strong. What has the pig at the end of its snout? This ring of gristle helps it in grubbing up the earth. What animal has a much longer snout than a pig? What is it called? How can the elephant use its trunk? It can twist it about in every direction. The elephant's trunk is most useful to it. Upon what does the elephant feed? It feeds on vegetables, on the grass and herbs that grow on the ground, and also

on boughs of trees. Now look at this picture of an elephant. Do you think it could put its *mouth* down to the ground? or could it rise it so as to bite off the branches? No; it could not. You can tell, then, the use of its long flexible trunk. With its trunk it uproots the grass and herbs on the ground, and snaps off the young twigs from the trees above, and then carries them to its mouth. And how does it drink? It draws water into its trunk, and conveys it to its mouth. Tell me what use we make of the nose. Tell me the different uses animals make of it. What do you find, when the nose has to be used for other purposes than smelling? That God fits it for its special use by changing its form.—*Sheldon's Elementary Instruction.*

For the SCHOOL JOURNAL.

AN EXPERIMENT.

I had for a great many years dismissed an hour earlier on Friday afternoon every pupil that had not been late during the week. Strange to say, I found pupils who did not care to go; and parents told me they would rather I would keep them. And again, I had dismissed a punctual boy, and when the time for the usual dismissal came I found he was in the yard. "Why are you here?" "I am waiting for the other boys. I didn't want to go home alone."

This set me thinking. I thought on it a great deal; finally I purchased some toy flags, together with a standard, on which was a flag one foot square. This I mounted, so as to make it very gay.

The next Monday morning I went to school early and arranged the flags about the room. Upon entering the room, the children besieged me with questions as to what we were going to do with the flags. I told them we would form a "company," for training on Friday afternoons; there was a flag for each child who would try not to be late, not to be absent, and would try to please and help his teacher and make the school pleasant. All were delighted with the idea, and it was a wonderful thing for me to see the result. All the week the children studied and recited to my entire satisfaction. I read out on Friday afternoon the names of those who could march. I appointed one as captain, and then I called up another and gave him a flag, and so on. Then we began to march with the words "right face," and to a tune we had learned to sing to "La la." Permission was asked to bring a drum and I granted it, so that we had martial music, and this added still more pleasure to the occasion. While children should come from noble motives, it is not always easy to set them in operation.

I was surprised then, and have been since, nor can I well explain it. Four things I see make up the charm: (1) The movement, (2) the uniformity, (3) the gay colors, (4) the music. But there seems to be something else.

I did not shut out those who were late, I let in all who had evidently tried to do well. If a child was not in fault, we would vote to excuse him, and it would have been hard to tell whether the child or class derived the greater pleasure.

TALKS WITH SCHOLARS.—I think I have heard of some boys who imagine they will do wonderful things. Have you not heard some boys tell about what they are intending to do? They are always going to do wonders. "You just wait," say they, "and we will show you, some day, what we can do." But now is the time to do. Now is your chance; you are old enough now, and you will never have a better time. Better begin now; we are anxious to see your first effort. Let us see you animated by a practical purpose, not by the dream of doing; then we can tell what you will be able to do in the future. Begin to do to-day. Make an effort. Even if you fail the first time, and a hundred times, still continue to try. The result is inevitable. It is those who falter, those that say wait until—well, I get older, or when I get into the next class, that come to grief.

If every person would be half as good as he expects his neighbor to be, what a heaven this world would be!

LEARN A LITTLE EVERY DAY.

Little rills make wider streamets.
Streamlets swell the river's flow ;
Rivers join the mountain billows,
Onward, onward, as they go !
Life is made of smallest fragments,
Shade and sunshine, work and play ;
So may we, with greatest profit,
Learn a little every day.

Tiny seeds make boundless harvests,
Drops of rain compose the showers,
Seconds make the flying minutes,
And the minutes make the hours !
Let us hasten, then, and catch them
As they pass us on the way ;
And with honest, true endeavor
Learn a little every day.

Let us read some striking passage.
Cull a verse from every page ;
Here a line, and there a sentence,
'Gainst the lonely time of age !
At our work, or by the wayside,
While the sunshine's making hay ;
Thus we may, by help of study,
Learn a little every day.

THE MEN WHO SUCCEED.

(FOR DECLAMATION).

The great cause of difference among men is energy of character. If each have the same amount of learning and integrity, and each have the same opportunities, energy will make one man a conqueror, the want of it will cause the other to be a failure.

Who are the dead-beats of the country? They are men without energy. They had as good a chance as any of their companions when in school. Others went ahead and carried off the prizes while they were standing with their hands in their pockets and whining, "I can't." It takes nerve, vim, perseverance, patient continuance in well doing to win; and the young man who has no pluck will not be able to earn salt for his porridge. He will drag through life only with the help of his friends; some will credit him with being a well-meaning man, in delicate health, but dreadful unlucky. The real trouble is, he lacks energy.

This is true of the minister, the lawyer, or the physician, or the farmer. Piety is not enough, and much learning is not enough. All the knowledge in the books will not qualify a man for usefulness. He must have push, stamina, vigor, courage, resolution, will, energy. Are you debating what you shall do? Ask yourself first if you have energy. If you have you will probably succeed at anything you undertake.

WHAT VOLCANOES ARE NOT.—"What is a volcano?" This familiar question is usually answered in some such terms as the following: "A volcano is a burning mountain, from the summit of which issue smoke and flames." This description, is not merely incomplete and inadequate as a whole, but each individual proposition of which it is made up is grossly inaccurate and, what is worse, perversely misleading. In the first place, the action which takes place at volcanoes is not "burning," or combustion, and bears, indeed, no relation whatever to that well-known process. Nor are volcanoes necessarily "mountains" at all; essentially, they are just the reverse—namely, holes in the earth's crust, or outer portion, by means of which a communication is kept up between the surface and the interior of our globe. When mountains do exist at centers of volcanic activity, they are simply the heaps of materials thrown out of these holes, and must, therefore, be regarded not as the causes but as the consequences of volcanic action. Neither does this action always take place at the "summits" of volcanic mountains when such exist, for eruptions occur quite as frequently on their sides or at their base. That, too, which popular fancy regards as "smoke" is really condensing steam or watery vapor, and the supposed raging "flames" are nothing more than the glowing light of a mass of molten material reflected from these vapor-clouds. The name of volcano has been borrowed from the mountain Vulcano, in the Lipari Islands, where the ancients believed that Hephaestus, or Vulcan, had his forge. Volcanic phenomena have been at all times regarded with a superstitious awe, which has resulted in the generation of such myths as the one just mentioned, or of that in which Etna was said to have been formed by the mountains under which an angry god had buried the rebellious Typhon.—*Popular Science Monthly.*

EDUCATIONAL NOTES

NEW YORK CITY.

THE Board of Education met Dec. 21. Supt. Jasper reported seven schools in the Eleventh, Fourteenth, and Seventeenth Wards as only "fair." Charles B. Smith was appointed Inspector in the First District in place of Patten; Franz Sigel do. in the Eighth in place of Folley. \$1,096 was appropriated for furniture for P. S. 15. After a long discussion a resolution was passed, that names of trustees should be first considered by the Board in executive session. The schools are to re-open Jan. 4. Miss Cavart's case was decided against the trustees of the Eighteenth Ward. (She was appointed an assistant for a limited time; the trustees want to drop her; the Board say they cannot.) President Walker made a brief but excellent retiring address.

THE Male Teachers' Association of this city worked actively in behalf of salaries, and deserves the thanks of the entire profession. A committee waited on the Board of Estimate and brought forward unanswerable arguments against a reduction of salaries.

THE WOMEN'S SCHOOL OF TECHNICAL DESIGN.—On the 15th inst., a meeting of those interested in this school was held at Dr. French's parlors. The question, "Which could we do without the best—Music or Literature," was discussed. The majority said music. Several songs were sung, and Mrs. Vanderhoff read a poem. Among the ladies present were—Mrs. Rebecca Morse, Mrs. Bell, Mrs. George Meredith, Mrs. Hopper. On the 21st several of the ladies of this school took advantage of a courteous invitation, and visited the Union League Club; many practical ideas from the exquisite workmanship there were obtained. These are offered to the pupils of the school to encourage them in their work. The school is increasing in numbers, and is doing finely. Looms are in process of building to show and explain to the pupils the method of weaving.

LIFE INSURANCE FOR TEACHERS.—The Teachers' Provident Association of the U. S. held its annual meeting Dec. 12, at the Hall of the Board of Education. A very good number was in attendance. The Association appeared to be wholly out of debt and some money in the treasury. Prof. E. O. Hovey of Newark presided. An essay on life insurance was read by Edward L. Peck. This abounded with sound logic. The following directors were elected: Prof. E. O. Hovey, Prin. Newark High School; John W. Atwood, Pres. of Jersey City Teachers' Association; John G. McNary, Prin. G. S. No. 1; W. A. Owen, Principal G. S. No. 37. Arthur Cooper, New York City. It was decided to amend the constitution, so that application for insurance could be put through without delay. The character of the men engaged and their zeal speaks well for the enterprise. One lady member has brought in eight other members, and there are signs that others will do as well. The address of Prof. Hovey was very encouraging and hopeful. He assured the members and officers that for the first year the outlook was most promising. Mr. Peck in his address gave some valuable statistics. He showed that the cost of the self-assuring companies made an average rate of from \$10 to \$15 per \$1,000.

THE BOARD OF ESTIMATE.—At the meeting of the Board of Estimate and Apportionment Dec. 10, the estimates for Public Education came up. The Board of Education wanted \$3,836,925, but the Board of E. and A. said \$3,500,000 was sufficient. Com. Wm. Wood protested in earnest terms against the reduction, and declared it would be a deadly blow to popular education. He referred to the cutting off of \$549,000 in the estimates for 1878, which compelled a reduction of the salaries of teachers. He went on to figure up that \$1,127,000 had been kept back by the Board of Estimate and Apportionment in four years; that this given would be spent for new schools, so greatly needed.

Com. William Dowd went over the figures, and said that the sum of \$3,084,000 must be had to pay salaries, so that this left \$752,000 only, out of which other expenses, new buildings, etc., have to come. Not a single school building could be put up next year, and but very few repairs could be made unless salaries were cut down.

Com. Beardslee called attention to the fact that a large addition had been made to the expenses of

schools by the annexation of the uptown wards, yet the aggregate amount of school expenses had not been increased, and had in reality been diminished. This showed that the Board of Education had exercised the greatest economy. The salaries of teachers should suffer no reduction; they were small enough now.

Comptroller Campbell said he wished to be understood that he favored a full and sufficient education, and he thought \$3,500,000 was ample for that object. In Brooklyn, where the system was admitted to be excellent, it costs but half the sum per scholar that it costs in this city. In Philadelphia, where the system was also superior, the cost per scholar was only a little over half the cost here. In Brooklyn, it is true, books were furnished free only to the poorest scholars, but the item for books in the estimates here was only about \$1 *per capita*.

Com. Wood replied that rentals and other expenses in Brooklyn were one-third less than in this city. Those that work here are all paid higher than in cities where the cost of living is less.

Mr. Dowd said it must not be forgotten that the Board of Education was saddled by the Legislature with corporate schools, nautical schools, truancy laws, etc., all of which cost money.

Mayor Grace said he was sure the members of the Board of Estimate and Apportionment were unanimous in wanting to see the children of the city provided with every needed school accommodation. He had voted with his colleagues to appropriate \$3,500,000 for the Board of Education, but he would try to give full weight to the arguments of the Commissioners when the Board came to pass finally upon the figures.

Comptroller Campbell referred to the question of higher education for the masses of children, and desired to know where the line should be drawn. If it were good to give children a superior education why not carry the idea further and give them all a college education? That would be carrying out the ideas of the Commissioners of Education.

"That's exactly what we propose to do," observed Commissioner Dowd, "to give every scholar a college education who asks for it."

"Yes," said Commissioner Beardslee, "I hold that every child should have a chance to get a college education if he wants it."

"At the public expense!" asked the Comptroller. "Certainly, at the public expense," replied Mr. Beardslee. "The people have demanded that in demanding the maintenance of the College of the City of New York and the Normal College."

"Do you mean to say," queried the Comptroller, "that each of the 130,000 school children should receive college education at public expense?"

"I mean to say," was the reply of Mr. Beardslee, "that every pupil should have a chance to get such an education."

"And that is exactly my position," chimed in Commissioner Wood.

"Well," said the Comptroller, "I am free to say that you do not agree with me."

Mr. Beardslee continued, warming up, and said:—"My position is that we are bound to give a chance to every child to have a college education. It shall not be compulsory, but if it be the case of one (like James A. Garfield) who may one day be President of the United States, I propose that he have the opportunity of getting all the benefits of college education. The people by a popular vote established a free college, which should be open to every boy in the city who spent one year in the public schools."

ELSEWHERE.

BOSTON.—The total expenses of the Boston public schools for the past financial year amounted to \$1,559,677.50. Of this sum \$30,324.29 was devoted to the maintenance of the evening high and elementary schools.

MAUCH CHUNK, PA.—The Teachers' County Institute of Carbon County was held at Mauch Chunk during the week beginning Nov. 14. It was pronounced to be the most successful and interesting institute ever held in the county. Nearly all the teachers were in attendance the entire week. Among the instructors were: Dr. N. C. Schaeffer, Dr. Edward Brooks, author of *Brooks' Arithmetics*, Hon. E. A. Apgar, State Supt. of Pennsyl-

vania. The attendance of directors and citizens showed a deep popular interest in education.

WEST CHESTER, PA.—At the Teachers' Institute Prof. Darlington spoke on school work and school duties. He said there were 20,000 teachers in the State, and they all wanted to succeed. But it was a deplorable fact that only about one-fourth of this number would become first-class teachers. Scholarship, tact and genius are necessary in this as in other professions. The successful teacher must have character, upon which rests success in his great calling. To follow the routine of studies is but a small part of a teacher's work. Scholars should be taught to be kind and courteous, and teachers should cultivate the highest qualities in them. The Professor made a stirring address, urging the teacher while he works to have in view the highest moral and intellectual molding of immortal minds.

JAMESTOWN.—Supt. S. G. Love of the Jamestown schools, has inaugurated a series of examinations for the purpose of testing the vision of the pupils, and of ascertaining what injurious effect, if any, is produced upon the eyes of the students by their school work. Each pupil's strength of vision is tested by Snellen's charts, and a record is kept of the distance that each can distinguish the characters of different size placed on the charts. The date of the test, the name and age of the pupil, and any facts relating to the general condition of the organs of vision which may be deemed of interest are also carefully noted. It is the intention of the Supt. to repeat these examinations at intervals of one or more years, and from the resulting comparison of the records he will be able to tell whether near-sightedness (myopia) and other diseases of the eyes are produced by school work, and to devise means to counteract the tendencies to such diseases of the organs of vision.

JEFFERSON CO., PA.—At the Institute to be held Dec. 26, the following topics will be discussed: Primary Instruction; Necessary Vigilance of the Teacher; Artificers' Work; Matter and Method in Recitation; Graduation and School Diplomas; Derivation and Etymology of Words; Method in Penmanship; Habituating Pupils to Personal Effort; Supplementary Reading; Mental Discipline; Music in our Schools; Uniformity in School Classification.—How Shall We Reach It? Abuse of School Property; How can Self Government on the Part of the Pupil be Best Cultivated? What Measures will Secure a More General Professional Growth? What are Some of the Most Common Evils of our Common Schools? Who is Responsible for Defects in our Schools and School System, and what is the Remedy? What should Form the Foundation for a System of Teaching? How Create and Sustain a Proper Degree of Interest among Pupils in School Work? How shall a System of Education be so Arranged as Best to Prepare the Young for the Business of Life? School Etiquette; How Teach It? What can be Done to Make the Work of our Schools More Practical?

LOUISA CO., IOWA.—We have the program of the Teachers' Association: Home and School Training, Esther Williamson; Civil Liberty and the Common Schools, C. L. Tingle; Primary Work in Numbers, May Wright; As the Teacher, so the School; T. T. Wilson; Primary Language, Nannie Brown; How Shall We Punish? William Bell; Class Exercise in Reading, Lucy Swisher; What I Know about Verbs, B. E. Canavan; General Exercises, Cora Letts; Music in Our Schools, Nettie Hufchison; The School-room, H. C. Hollingsworth.

Supt. Nicol says: "We have no difficulty in getting men of good ability to lecture for us free of charge. That incubus, "politics," figures but little in our school work here. In proof of that, I would say that in this as well as three or four adjoining counties, they have elected Democratic superintendents, because they thought them best suited for the work, although their party was in the minority thousands of votes. Some of our teachers think if you were out here in Iowa, away from the influences of Tammany, Kelly, Grace, and Davenport and hosts of others, that mix their politics, religion, and schools all in a mongrel mess, and could see our broad and fertile prairies, dotted all over with nice, clean, white and pleasant school-houses filled with children, instructed by a teacher that loves her work, and is proud of the results she obtains, and stands the equal, if not the peer, of any in the neighborhood, you would then find independent teachers standing on their merits. The INSTITUTE is a welcome visitor."

MICHIGAN.—According to the annual report of the president of Michigan University to the board of regents the total receipts of the university treasury for the year ending Sept. 30th, 1881, were \$231,338.90; the disburse-

ments, \$224,076.12. Of this latter sum \$110,678.80 was paid to professors and other instructors, and \$63,800.27 for current expenses, including—fuel and light, \$15,990.82; chemical laboratory, \$9,056.89; astronomical observatory, \$8,127.19; insurance, \$2,278.99. As an offset to a part of this total of \$224,076.12 disbursed during the fiscal year, there was \$62,745.18 collected from students, under the head of contingent or incidental fees and special tuition. The expenses of the next year are estimated at \$271,815, an increase of nearly \$50,000. Among the improvements of the past year is the introduction of regular courses of study in music. The total number of volumes in all the libraries is 88,408. The whole number of degrees conferred was 439; the number of students in attendance was 1,534; in the literary department, 531; in medicine, 380; in law, 371; the remainder in other departments.

FREE KINDERGARTENS.—In Chicago several free kindergartens have been established. One by Mrs. E. W. Blatchford on the corner of Milton avenue and Hobbie street, on the North Side; several others have been started by Mrs. Joshua Smith, to be under the superintendency of Miss M. H. Ross, principal of the kindergarten department of the Cook county normal school. Last summer this lady gave up her August vacation to set in motion a number of free kindergartens in Chicago for delinquent and dependent children. She has trained a number of teachers at the normal school, seven of whom will have completed the elementary course in kindergarten training prescribed by that institution before the beginning of the new year, when they are to receive the first certificates of this kind ever granted by that school. The names of these teachers are: the Misses Anna L. Wells, Rebecca S. Titworth, Eva B. Whitmore, Mrs. Elizabeth Linton, Misses Josie McGuire, Edna K. Skinner and Cora Eberhart. All of these, we believe, have been identified to a greater or less degree with the free kindergartens now to be described.

The first of these schools was begun in July last in Pacific-garden Mission, on Van Buren street. Mrs. E. D. Linton and Miss Josie McGuire have taught this school. Commencing with twenty scholars, it has increased until it has become necessary to divide it.

The second one of Miss Ross' kindergartens is established in rooms in the United States Hotel, on the corner of Thirty-first street and Cottage-grove avenue, under the auspices of the Woman's Christian Temperance Union. Mrs. A. P. Kelly was the prime mover, and is its staunch supporter still; Mrs. Elizabeth Linton is the teacher, and an excellent one, for the time she has given to this work, she seems to be. She is a native-born teacher, and her influence over the little ones is magnetic. The school opened on the first Monday of last August. At the first session of this kindergarten eighteen little ones were present. The interest grew so rapidly that at the end of September thirty-one names were on the register, and sixteen more were anxiously awaiting an opportunity to be classed as members.

No one who saw these little ones as they came to this kindergarten the first day, and sees them as they now are, can fail to note a decided change in both dress and manners. Clean faces and hands and neat clothing are now to be seen, a change which has not been enforced, but suggested by the occupations given. They are taught daily that to do their work nicely they must be clean.

The third one established was the one on Michigan avenue and Twenty-second street. This kindergarten is taught by Miss Rebecca S. Titworth, was opened Sept. 12th with two pupils. There is at present an enrollment of twenty-two pupils; average attendance, seventeen; children are from the better class of poor; parents speak enthusiastically of their appreciation of the benefits their children receive.

A free kindergarten was started last September on the corner of Arnold and Twenty-second streets, under the auspices of the ladies' congregational society of the church of the Messiah. A friend of the children gave \$500 and the gentlemen of the church contributed \$1,000 toward the support of this undertaking for one year. Accommodations are provided for thirty-six children, and it is proposed in the near future to increase the accommodations, so that at least forty-five children may here be cared for. Miss Fisher of St. Louis was employed for the month of September to organize the school, and through the recommendation of Mrs. Putnam, Miss Parry of Chicago was employed as head kindergartner, and Miss Sammons as assistant. The children in this locality are not among the poorest of the poor, yet a marked change for the better is perceptible in their habits, dress, manners, etc. A good deal of enthusiasm exists over past results and prospects of future improvement.

CHICAGO.—In the *Inter Ocean* Rev. O. A. Burgess discusses the public school question in a very intelligent manner. He says: "1. Very few pupils of the ages belonging to the public schools can advance with equal rapidity in the same studies.

"2. Unless graded in reference to their ability to advance, no class should contain more than twenty-five or thirty pupils.

"3. Very few persons, no matter what their learning, possess the power of imparting their ideas to children.

"A teacher must not only have time to study his books, but time to study his pupils. Indeed, it ought to be supposed that one teaching in the same grade for years could keep himself well advised as to his text books with the use of but little of his time, and thus have ample time to study his pupils. This, again, will depend upon the number of pupils in a class. It may be true, as sometimes stated, that teachers care but little about their pupils, except to fill the measure of treadmill work and draw their pay. This, however, can be said only of the mere "bread-and-butter" teachers, which class, I must insist, makes up but a small proportion of the great army of teachers. The genuine teacher loves his work, loves his pupils and gives his best energies to their welfare, in so far at least as his surroundings will permit him. Overcrowd him however; pass fifty or a hundred pupils before him, something like a panorama, pupils in the same grade, indeed, as to their text-books, but differing in all possible grades as to their mental capacity, activity, bent of mind, and stage of development in particular faculties; do all this and more, as is almost everywhere being done in large cities and you require of him simply an impossibility when you require of him thoroughly successful work.

"Suppose the teacher works three hours in the forenoon; suppose he has but three classes, one hour to each class; suppose he has sixty pupils in his class. It is then very easy to see that he has one minute only to each pupil. If now it be affirmed that he teaches the sixty at the same time, and therefore has the full hour for each, it must be remembered that this will be true only in so far as all are capable of being taught by the same methods, same illustrations, and same mental expenditure on the part of the teacher.

"If the minds of the sixty pupils were like a huge door, always swinging on the same hinges and in the same lines, this would be true. But it is not so—cannot—ought not, to become so. I will venture the opinion that the best teacher in Chicago, taking all the children in Chicago to select from, cannot find sixty children to be placed in a simple class in reading that can all be moved forward in equal grade by precisely the same methods.

"Just so much now as a teacher is obliged to pause and change his mode of approach to any given number of minds, just so much time he subtracts from the others; for while advancing one wing of his little army, so to speak, the other is remaining stationary, or, perhaps, even retreating a little. By very careful observation, I believe it will be found that a teacher must spend from one to three minutes on a given number in his class—sometimes, indeed, on only one, in a method that will not in the least benefit the remaining members; partly because they do not need instruction on that point, and partly because they could not be approached in the same manner if they did need it. Usually the former is the case, and thus the measure of progress made by the whole class is the measure of progress made by the slowest and dullest.

"This is really the pith and essence of objection to the present system of graded schools, an objection that is vital, an objection upon which false pride for his profession should not allow a teacher to close his eyes, but one which teachers, parents, school officers, in a word all interested in the future of the children, and, therefore, the future of the country, should set about to remedy. If the statements made in regard to the time question are ever approximately correct, it is not difficult to see that the general proposition is also correct, that a class should be limited to twenty-five or thirty pupils. It is evident to even a casual observer that the profession of teaching, like all other professions, is crowded with men and women who have mistaken their calling. I rank the teacher of public schools so high that I will not except the ministry when I say no profession should be more carefully and zealously guarded against incompetent workers, incompetent not in lack of book knowledge, for that can be easily discovered, but incompetent as to that great faculty of imparting knowledge, the faculty of bringing the mind of the teacher in contact with the mind of the pupil and compelling the right impression to be made, as the stamp leaves its impress upon the softened wax.

"Teaching must indeed be regarded an art as well as a science, a divine art, if you please, that is, a gift of nature, without which one should no more think of becoming a teacher than, without any idea of form or color, or rhythm, one should think of becoming a sculptor or a painter, or a poet."

"A teacher should be a constant student of mental philosophy, not only according to the rules of that science as now generally agreed upon, but specially by a constant and critical observation of the workings of each particular mind with which he comes in contact. A teacher should in a certain sense also be an inventor. Text-books can lay down only technical rules, which are rather definitions than rules, and must therefore generally be, and remain, inflexible. But the method of applying those rules, or rather the methods of arousing human minds to perceive their application to the subject in hand, may be—ought to be—as variable as the ever-varying states and stages of mental activity and development may require."

"The teacher should, therefore, possess a very ready and active power, both to perceive the needs of every individual pupil and to invent the best methods of meeting them. One who attempts to follow merely the "iron bedstead" of rules, after the Procrustean manner, will make mental machines of his pupils, instead of educated men and women. That such is already, or is rapidly becoming, the condition of city public schools is doubtless too true a truth, which is inspiring the discussion of the question with so much earnestness at the present time."

FOREIGN.

ENGLAND.—A lady has placed the sum of \$1,250 at the disposal of the committee of the House for Working-girls in London toward the founding of a home in the south of London, to be called Garfield House.

GERMANY.—The German association of drawing teachers has resolved to hold an exhibition of drawing and pupils' work at Berlin in 1884.

There is a large number of educators in Germany whose desire is to place education under the control of the imperial government. At present each of the twenty-five German States manages its own educational affairs.

HUNGARY.—A recent report shows that Hungary spends this year \$7,303,000.90 for education. Of this sum \$4,769,800 are devoted to popular schools, \$458,181 to normal schools, \$25,000 to industrial schools, \$50,000 to commercial schools, \$100,000 to kindergarten, \$1,270,000 to secondary schools, and the rest to superior and special education. The population of Hungary is fifteen millions.

FRANCE.—The clerical papers show great irritation at M. Paul Bert's being Minister of Public Instruction and Worship. This is because M. Bert declared in one of his lectures last September that nations receded from religion in proportion as they advanced in morality. He comes to his post as the bitter, declared and uncompromising enemy of the Catholic church. He is the advocate not only of secular education, but of the repression of all education of any other kind. It is generally believed that M. Gambetta will transfer M. Bert to another post.

INDIA.—American women doctors can have a fair field in Hindostan. The higher caste women of India are not permitted the attentions of male physicians when ill, and are obliged to depend upon the ministrations of old women of their own race, who employ charms and conjurations. A Miss Beilby, a missionary from England, with some medical knowledge, was fortunately able to cure the wife of the Rajah of Punna of a dangerous disease. When she was about to return to England her patient confided to her a message to the Queen, which was written and hidden in a locket, explaining to her how great were the sufferings of the women, and imploring her to send over women doctors to their aid. The Queen received the message and promised to do something for their aid.

GREECE.—Since the foundation of the Archaeological Institute of America its Executive Committee has had in view the creation at Athens of an American School of Classical Literature, Art and Antiquities which should in time rank with the French and German schools of this nature, already established there. At the regular annual meeting of the institute, held last May, the following members were appointed a committee upon the foundation of this school:—Professors J. W. White (chairman), and E. W. Gurney, of Harvard; Professor Harkness, of Brown University; General F. W. Palfrey, of Boston, and Messrs. Frederic J. de Peyster and Thos. W. Ludlow, of New York. It is estimated that the smallest fund of which the income would render the school independent would be \$100,000. The cordial sup-

port of Harvard, Johns Hopkins and Brown is already assured to the project; and the committee have good reason to hope that next autumn may see the school organized and at work. It is expected that the Archaeological Institute will be able to secure the valuable services of Mr. Clarke, the present director of its expedition at Assos, as director of archaeological investigation in connection with the school.

BELGIUM.—A model school has been opened by the Department of Public Instruction. The instruction has for its object solely the culture of the child in all his faculties. No matter of instruction is considered from the standpoint of its professional utility, or its utility in social life, but it is exclusively considered in the light of the part that may be drawn from it in the culture of a faculty. The school has accommodations for four hundred pupils. The maximum number of pupils in a class is thirty-three. The windows are all placed on one side of the class-room, and the light is always supplied from the left of the pupil. The surface of the windows is equal to one-fifth of the floor surface. The windows are placed five feet from the floor. All the angles of the rooms are rounded off to avoid the collection of vitiated air. The entrance is by a single door, placed immediately contiguous to the platform of the teacher. Shelves are placed around the class-room to carry the objects serving for intuitive instruction. Flowers are disposed on the window-sills, to give a gay and lively aspect to the class-room. Each pupil has a seat exactly proportioned to his height. The class-rooms are heated by the hot-air apparatus of Dr. Casse. This apparatus conveys the heated air to the upper part of the room by means of a valve, of which the opening can be regulated, producing an active ventilation by means of four aspirating openings placed in the floor near the angles of the class-room. The hall for gymnastics is ninety by sixty-four feet, with a dressing-room attached. The school museum has an area of 21,111 square feet in two floors. It contains collections of natural history, pottery work, woods, metals and minerals, wool, fiber, etc. The cost of the school building was about \$47,000, and that of the gymnasium some \$12,000. The school respects all religious or philosophic opinions, without taking the part of any in particular.

The King of the Belgians has instituted a prize of twenty-five thousand francs (\$5,000) for the best work on the teaching of geography in various grades of schools. Belgians and foreigners who desire to compete for the prize must send their work, printed or in manuscript, to the minister of the interior, Brussels, before Jan. 1, 1885.

LETTERS.

The Editor will reply to letters and questions that will be of general interest. But the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

I was much pleased with the article—"Kind words to Children" in the November number; but right on this point I want to ask a question. What would you do with a boy on whom kindness seems to be wasted? A boy who has been coaxed, reasoned with, treated politely for two months and who still is surly, idle and reckless. I am a young teacher and am anxious to have a good school and to have the respect of my pupils; please inform me as to the right course to pursue. B.

(This is an important question; that boy stands in the way of his own progress and of the progress of the school. The problem is a difficult one, and we will suppose "B" to be a lady, refined, not physically strong; nor will the lad do what might procure him a whipping, if "B" were disposed. We would not coax, not a bit, but would reason with him of course. He needs tact of the highest kind. Accumulate tact, pour it on him. (1) Would advise you to have a private session and then looking him in the eye steadily tell him his misdeeds and the effect they have on the school. Watch him and see how he is affected. Get him to talk about himself so you will know what he is thinking about. If after this he does not amend (2) summon up your resolution and in a deliberate manner, call him out on the floor. Tell him there standing in front of him how his conduct looks. Go over with it in detail, not in a scolding tone, but coolly, earnestly. Watch him; see what is needed and change your talk to fit the circumstances. Give him a seat apart from the rest; hear his lessons apart—after school. If this does not do all you want, see his parents. We counsel you to think over this more and harder than over any problem. It is a question who has the most will power. Write again.—EDITOR.)

EDUCATIONAL MISCELLANY.

THE GEOLOGY CLASS.

In the proceedings of the American Association for the Advancement of Science and the Boston Society of Natural History, descriptions and maps of the "Karnes" of Maine are given. These Karnes are primarily linear ridges of gravel, many miles in length, occasionally multiplied into several reticulating branches or spread out into extensive plains. Thirty-one systems of them are described upon the Southern Atlantic slope, from the St. Croix to the Piscataquis Rivers. They are supposed to be the first deposit laid down by the great ice-sheet as it began to melt. Hence, these ridges must have been often deposited in gorges cut out of the ice, and, therefore, did not appear above the surface till the ice had disappeared. They also follow more direct water-courses than the existing streams, since, as the lower wider parts of the valley were filled with ice, the streams would flow through low passes connecting the upper parts of the slope with that portion nearer the sea. Occasionally the upper part of one stream connects with the lower part of another. Where the stream flowed toward a coll, the materials of the Karne are noticeably finer than those deposited upon the downward slope. Prof. Stone describes a total length of these ridges of about 2,000 miles.

PUNCTUATION.

Two-thirds of all the manuscript sent to us for publication is defective in punctuation. Editors, as a rule, do not undertake the work of revising carelessly-written manuscript. Punctuation is, in some respects, a matter of taste and judgment. But there are certain rules which must invariably be observed. The chief use of a comma is to separate the minor divisions of a sentence. Care should be taken that they occur only in the natural breaks, and do not divide words which the sense requires should be intimately connected. Sometimes quite a long sentence needs no comma at all.

The semicolon divides longer sentences, whose sub-divisions are separated by commas. As a matter of fact, however, semicolons are little used in comparison with commas and periods. Every one can use the period.

The hyphen connects the parts of a compound word, as, major-general, never-to-be-forgotten, sister-in-law. But some compound words are written without the hyphen, as, inkstand, house-top. The teacher should learn which are and which are not *hyphenated* words.

NEW YORK CITY.

THE Oratorio Society of New York, Dr. L. Damrosch, conductor, will give on Tuesday afternoon, Dec. 27th at 2 o'clock, its second Public Rehearsal, and on Wednesday evening, Dec. 28th, at 8 o'clock, its Second Concert. At this concert "The Messiah" will be produced. The soloists will be Miss Hattie Louise Simms, soprano; Miss Anna Drasdil, Contralto; M. A. C. King, tenor; Mr. Franz Remmert, bass; Mr. Walter Damrosch, organist. The Oratorio Society Chorus and Symphony Society Orchestra will both take part on this occasion, and thus render the works of the great composers in fitting manner.

TAKE COURAGE.—There is many a boy and many a girl who is ambitious and yet very poor; to such we send the message, "take courage." Columbus was a poor boy, often needing more food than he could get. Luther sang ballads in the street to get the funds for an education. Franklin used to buy a roll for a penny and eat it alone in the streets. Lincoln and Garfield were poorly clothed and worked very hard. Dr. Livingstone learned Latin from a book on his loom while at work. Emily C. Judson used to rise at two in the morning and do the washing for the family. Gambetta was poor and slept in an attic. Lucy Larcom was a factory-girl. Dr. Holland was poor and a school-teacher. Captain Eads was barefoot and penniless at nine years old. But mark you; none of these people were idle. The trouble is not poverty. "Where there is a will there is a way." Do you want an education? You can have it if you only say the word. Do you wish to be rich? You can be if you will work for it.

FOR THE SCHOLARS.

MERRY CHRISTMAS.

BY MRS. A. ELMORE.

"Merry Christmas!" A clear-toned salutation reached the ears of a lone chopper in the depths of the woods, where no birds sang Christmas carols, and only the even rhythm of a keen-edged axe had been heard since the first snow-fall.

Farmer Logan stopped short in his chopping and looked about him in search of the voice; a low, half-smothered laugh came through the tangle of brush near to the fallen tree, on which the farmer stood with his broad-soled boots. He was in his "shirt-sleeves," for his warm flannel blouse swung from a broken limb of a leafless oak at his side, making a bright spot against the tangled grey and dim background.

"Now, my lad, show yourself and don't be frightening old folks with yer pranks," was the good-natured farmer's challenge, which brought from their hiding place, not only "my lad," but two companions, whose rosy cheeks and sparkling eyes were proofs of good health and happy hearts.

"Oh, ho! and you're the chaps, eh; did you mean to skeer me and the horses?"

"You're not so easy scared, Uncle Logan," answered Jimmy Masters; his brother Elbert adding in a merry tone: "Scared! A man that's fought in the war, and been shot all over, and killed bears and catamounts! Oh, Uncle Logan, you're making believe."

"Didnt ye see me stop with the axe right over my shoulder, and stand a holden of it there, a lookin all round fur ye!"

How they all laughed at that! Even the farmer's face wrinkled all up with laughs that would come, while his clear grey eyes twinkled as merrily as those of his visitors.

"Uncle Logan," said Jimmy, "this is our cousin, Walter Raleigh, from New York city; we brought him over to have a ride on the load of wood, when you go home."

"Well, well! Your city cousin, eh! He's had a mighty fine namesake, but I hope it don't make him proud. I'm main glad to see you. A fine healthy lad for the city. Think you can ride on a load of wood, eh?"

"Yes, sir, if Jimmy and Elbert can."

"Ever take a ride that way?"

"No, sir; this is my first visit to the country; the boys said you had gone for a Christmas log, and I wanted to see one."

"That you shall, my boy, its loaded on the sled, and I was just getting a few "fore sticks" out of these windfalls; but I'm about ready for startin' now."

The blouse was slipped on, the horses turned about with much clanking of chains, and many "Whoas," "Gees," "Haws," and "G'langs." The boys clambered to safe places on the Christmas log, which would soon be blazing in the wide fire-place of Farmer Logan's comfortable home.

There was a strong breeze blowing which swept the long ends of the blue or scarlet tippets over the boys' shoulders, compelled them to pull their caps down tightly, and reddened their cheeks to crimson.

"Halloo," shouted another voice by the roadside, and a muffled-up little chap signaled the driver to "hold up."

"Whoa, whoa, Doll; steady there Jim," exclaimed Uncle Logan.

The new arrival was the happy possessor of a bright new hand sled with which he had come out to meet the kindly man—who never said "No" to a child's request for a harmless pleasure. The guide rope was swung over the end bar of the wood-sled, and gathered up driver fashion as the little fellow sat down on his sled. Jimmy Masters dismounted from the Christmas log to join his schoolmate and shouted, "all right! go ahead."

"G'lang now, Doll, Klick! Klick! Klick!" and Uncle Logan's face was so twisted up in saying that queer little word which horses understand so quickly, that all four of his "chattering jay-birds" would have laughed they have seen it.

Around the bend of the road past the school-house common, and in sight of farm-house, hay-ricks, church and parsonage, came the merry load; when a shout greeted them, followed by a volley of snowballs, and the furious barking of a dog.

"Hit em agin, Tom."

"Sick em Dan, sick em."

"Bang away, Johnny; give it to the stuck-up things."

"They never gives nobody a chance 'less they's got good clothes," whined Tommy, as he stooped to fix his quite too long-legged pants.

Doll and Jim soon carried their passengers out of

reach of the snow balls and into the ample door yard, where Mrs. Logan came to greet them.

"You must all stay for Christmas-eve, boys," she said.

"We must ask mamma first," answered Elbert.

"That's right my boy, if your mother only said you might go to the woods, for a ride back, I can't say come in till you tell her that we want you all to our Christmas-eve."

Away they went, three noisy happy boys, to the parsonage, leaving the little sled owner in the yard, where the "fore sticks" were quickly unloaded, and the "Christmas log" chained up to be dragged into its seat of honor at the back of the mammoth chimney.

"Elbert," said Walter, as they sat drying their boots and mittens preparatory to the evening's pleasure, "who were those boys we passed on the road."

"Oh they were only Nagle's boys. Mamma does not like us to play with them. Don't they just hate little Sammy Johnson, that hitched on behind us; he's Uncle Logan's orphan grand-child, and the best boy in all our school."

"That's no reason for hating him, he does not look selfish."

"No, he's just as kind as ever can be; but the Nagle's are jealous of him, he wins the prizes, the teacher likes him, his Grandpa and Grandma just dote on him, and everybody likes him I guess but the Nagle's."

"Do they go to school too?"

"Yes, they kind o'do; they come late, don't study lessons, miss days and loaf in the village."

"That's too bad; they can't expect to be much account if they act in that way."

"Their mamma does not snuggle them up in nice warm clothes like ours'; the steal apples, and things from everybody, throw stones at the cattle and horses, and call names. Their little dog Dan is the only thing on earth that loves them."

"How he did bark at us."

"He will bite if they tell him."

A jingle of sleigh bells roused the boys; boots, caps and mittens were pulled on quickly, for there was Uncle Logan's sled, again, with the long wagon-bed filled with clean straw. He was calling to Mrs. Masters, "We won't take no for an answer. Your little folks was a bidding me "Merry Christmas" twelve hours ahead of time, now you just come over and see how I pays 'em for it."

Mrs. Logan's great kitchen with its white floor, open fire, bright andirons, old fashioned candlesticks and homemade candles, looked very inviting indeed, as she opened the door to receive her guests. Dropping "a curtsey" to the parson and his smiling wife, hugging and kissing the "babies," pinching the red cheeks of the "boys," and showing herself so "motherly," that she won the love of all her guests over again.

When the "good things" on the bountiful table had been thoroughly "tried," games for the children followed, until crash! came a "loaded" snowball through the window over their heads, and dropped on the hearth-stone. Farmer Logan opened the door in time to see the retreating forms of the Nagles', and Dan the dog. Setting a hired man to keep watch outside, he gathered the children about him, and told them stories of his army life—most of all he endeavored to impress upon their minds, what class of boys grew up to be good soldiers, and what class grew up to be the "deserters," the "skulkers," and the "guard-house recruits."

"I tell ye, children, its the brave, honest, truthful boys and girls, that grow up to be good men and women. The boy what sneaks away from his lessons, stones cattle, and likes to hurt live critters, when he grows up is a meaner man than he was a boy; and when you looks about you for the good men of a town you'll just find him an old bummer, or else gone out of sight and mind of everybody what knew him when he was a little shaver. A bully ain't never brave when it comes to a tight pull, but the boy that's been the least bragger comes out the hero every time; ain't that so, Dominie?"

"Yes, Uncle Logan, you are right."

The hands on the round face of the great old fashioned clock, showed "half-past ten," when the children were bundled up and whisked away home again, tired out with their romping.—*Scholar's Companion*.

AVOID THESE MISSES.—This miss is always making blunders, Mistake; these Misses of a very jealous temper—Misgive, Mistrust. This miss causes a great many quarrels—Misunderstanding. This miss is very disobedient and disorderly—Misrule. These misses can never find a thing when they want it—Misplace, Mislay. These three misses are very untruthful—Misrepresent, Misinform, Misconstrue. This miss is awkward and rude—Misbelieve. These two misses should be excluded by travelers—Misshap, Mischance. This miss should never repeat anything she hears—Misquote.

CASTELAR.

Emilio Castelar y Rissoll, the great Spanish statesman from whom we expect so much, is barely fifty, having been born at Cadiz on the 8th of September, 1832. His father, a small tradesman of that town, was in his day a Radical of some mark. His father died when he was only seven, and until the age of eighteen he remained in Andalusia, then in Alicante—receiving such an education as the straitened circumstances of his family allowed the resources of those towns afforded. His biographers assert that he gained a profound knowledge of the Greek and Latin classics and the old literature of Spain. He certainly uses the names of things classical with great familiarity, and he contrived at least to persuade his relations that he was a hopeful lad worth making sacrifices for. Two novels written before he was eighteen induced them to club together and send him to finish his studies at Madrid.

He took his place in the crowd of poor students who, among a people whose highest ambition is a post under Government, are naturally attracted by a gratuitous university education. From his first arrival in Madrid, Castelar began to eke out his modest allowance by journalism. With all the confidence of an Andalusian he attacked everything—writing novels, newspaper articles, a critical work on "Helen Considered from a Classical Point of View"—and yet managed to come creditably through his studies in the Normal School. The revolution of 1854 was for him the starting-point of a political career. Like Numa Roumestan, he sprang into fame by one speech. He had come as a spectator to a Democratic meeting in the Theatre "del Oriente," with, we are assured, no intention of speaking; but, fired with excitement, he made his way to the tribune and delivered an oration which had an immense success, and probably first revealed to Castelar himself the fact that he was a born orator. He awoke the next morning a famous man; and before the day was out thousands of copies of his speech were being printed, and he had been received on to the staff of a popular Democratic paper, *El Tribuno*. In 1857, at the age of twenty-five, he became Professor of History in Madrid; and, after the usual Continental practice in the revolutionary epoch, used his chair as a place in which to advocate his political opinions.—*Scholar's Companion*.

LOTTERIES.

There has been a time when people thought lotteries to be good things; they were even authorized by the different states. But the effect on the morals of those who bought tickets has been found to be very bad; they became lazy; they wanted to get money without work. In most cases only ignorant people buy tickets; the wise ones know that their chance of winning a prize is very small and so they will not invest their money. Suppose you are walking along the street and find a ten dollar gold piece; now that will not happen to you again as long as you live. Yet a man is more likely to find ten dollar pieces in the street than to win anything in lotteries. This fact most people are beginning to find out, and so lotteries are becoming unpopular. The Japanese Government sent a great many things to the Centennial Exhibition; those not sold were returned and an application was made to set up a lottery to dispose of them, but the government refused, and itself advanced the money needed to cover the cost of the goods. The French people did just the reverse and for many weeks there was great excitement in Paris. Finally the prize was drawn by a man who, all said, could not make good use of it. Of course the Japanese were wiser than the French.—*Scholar's Companion*.

ASKING QUESTIONS.—"What makes that noise?" asked a little boy on the train the other day. "The cars," answered his mother. "What for?" "Because they are moving." "What are they moving for?" "The engine makes them." "What engine?" "The engine in front." "What is it in front for?" "To pull the train." "What train?" "This one." "This car," repeated the youngster, pointing to the one in which they sat. "Yes." "What does it pull it for?" "The engineer makes it." "What engineer?" "The one in front." "What is that in front for?" "I told you that before." "Told who what?" "Told you." "What for?" "Oh, be still; you are a nuisance." "What's a nuisance?" "A boy who asks too many questions." "Whose boy?" "My boy." "What questions?"

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BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

SCRIBNER'S GEOGRAPHICAL READER AND PRIMER. New York: Chas. Scribner's Sons.

This book is destined to start the revolution afresh, already begun, in respect to geographical teaching. It is a reader of 192 pages, and consists of a series of picturesque readings describing a journey around the world. We hail the book as one that will set the ball rolling. The heavy loads of geography that have been piled on the children must be lightened. This will begin the movement. More will be said in another issue.

HALF HOURS WITH GREEK AND LATIN AUTHORS, by G. H. Jennings and W. S. Johnstone. New York: D. Appleton & Co.

It is a fact that many of our most distinguished literary men during the last three hundred years have exercised their powers in putting the ancient classics into an English dress. Among these we have Dryden, Addison, Pope, Cowper, Moore, Bryant, Derby and Conington. By this means everything that is valuable in ancient thought is at our disposal. In this volume Eschylus appears in his "Prometheus Bound," Anacreon in his "Cupid Benighted," Homer in his "Siege of Troy," Demosthenes in his "Oration on the Crown," Horace in his "Ode to Virgil," Virgil in the "Fall of Troy." We deem the idea of this compilation an excellent one; the plan will bring a partial knowledge of the classic writers to many who would otherwise never see them.

FIRST BOOK IN FRENCH, BY THE NATURAL OR PESTALOZZIAN SYSTEM, for teaching the Language without the Help of the Learner's Vernacular, by James H. Worman, A.M. Price 35 cents. New York and Chicago: A. S. Barnes & Co.

The first book is a companion volume to the German series by the same author, and intended for those wishing to speak French. The peculiar features of the book are: The attempt is made to teach the French language without the help of English. It appeals to pictorial illustrations for the names of objects, and from the outset the learner is urged to speak. Grammar is incidentally taught to prevent mistakes in composition. The laws of the language are to be deductions from what the learner sees before him. The lessons are well graded and the conversations are on familiar and interesting topics, thus providing a stock of words and ideas needful in the conversation of every-day life.

THE ELOCUTIONIST'S ANNUAL, NO. 9, edited by Mrs. J. W. Shoemaker. Philadelphia: National School of Elocution and Oratory.

This is No. 9 of the series started by Prof. Shoemaker, late president of the National School of Oratory. It has many excellent selections, and will be found useful by teachers and others needing such a volume.

COMMENTARY ON MARK. New York: I. K. Funk & Co. Price 60 cts. and \$1.

The aim of the book is threefold. (1) To furnish expositions that are terse and simple, accurate in scholarship, free from pedantry and plain in style. (2) To afford the Sunday-school worker

abundance of biographical, historical and geographical material for the unfolding of each lesson, together with careful treatment of such topics as miracles, parables, demoniacal possessions and other difficult Bible questions. (3) To furnish for the family altar interesting reading on the S.S. lessons, and for the pastor, superintendent and teacher one organized and practical form of the lessons.

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THE REVISED VERSION OF MARK'S GOSPEL. New York: I. K. Funk & Co. Price, cloth 50 cts.; paper 15 cts.

This is a part of the "Teachers' Edition" of the Gospels now in press. The following points deserve attention, the first three of which are to be found in no other edition of the revised version:

1. A black-faced punctuation mark or letter at the close of each verse. This will greatly facilitate ready reference and responsive reading.

2. Running headlines, or headings, as in the Bagster and other Bibles, are put at the tops of pages.

3. The references to parallel passages found in the Bagster Bibles, with numerous others, as far as appropriate, put in the margins and printed in full. This is a very important point.

4. The Appendix Notes of the American revisers, are printed in the margin of each page by the side of the passages referred to.

TALKS TO BOYS AND GIRLS ABOUT JESUS, with Bible Links to make a Complete and Chronological Lite of Christ for the Young, edited by W. F. Crafts. New York: I. K. Funk & Co.

It is not an easy thing to talk to children. Many a man can address adults successfully, who will fail if he speaks to children. To do this successfully requires the highest ability. The editor has prepared this volume to give an impetus to the growing custom of preaching to children. He puts in this volume the sermons delivered by a great variety of persons of all denominations.

The volume will be found useful by parents who wish to read to their children from the Gospel, and also give explanation of what is read.

Among the contributors we find the names of Dean Stanley, John Ruskin, Lyman Abbott, E. P. Hammond, J. H. Vincent, L. D. Bevan, as well as the editor, W. F. Crafts. The sermons we have read are plain, employing speech understood by children; and we deem the book one that will do an excellent service in the world. If it is not scattered far and wide, it will not be for want of merit.

A HAPPY BOY, by Bjornstjerne Bjornson. Boston: Houghton, Mifflin & Co.

The translation by R. B. Anderson of this tale will render thousands of boys and girls happy, for it has been done with neatness. It is one of the author's best stories, and has a great

popularity in Norway and Sweden. The author has a wonderful facility in writing for the young. He sympathizes with his characters in a remarkable degree. His style puts his boys and girls at quite a distance from us; we do not see them around us, but this does not detract from his genius; he lives in his own world and creates his characters to suit himself.

WINTER AND ITS DANGERS, by Hamilton Osgood, M. D. Philadelphia: Presley Blakiston.

The subjects of dangers from errors in dress, food, overheated air, indifference to sunshine, etc., are here well considered. The suggestions are plainly and concisely stated.

MAGAZINES.

The leading article in the *North American Review* for January, contains the judgments of five of the most distinguished American authorities upon "The Moral Responsibility of the Insane." Just at present this subject occupies a very prominent place in the minds of the American people; but quite apart from its momentary interest, as connected with the extraordinary trial now in progress in Washington, the problem of determining the fact of insanity, and fixing the limits of responsibility of the insane, is one that in itself possesses an irresistible attraction for every generous mind. The wreck and ruin of intellect appeals at once to our highest sympathies, and to whatever is noblest in human curiosity. The authors selected for the discussion of this subject are Drs. Beard and Seguin, of New York, Dr. Elwell, of Cleveland, Dr. Jewell, of Chicago, and Dr. Folsom, of Boston. The other articles in the January number of the *Review* are as follows: "The New Political Machine," by Wm. Martin Dickson; "Shall Women Practice Medicine?" by Dr. Mary Putnam Jacobi; "The Geneva Award and the Insurance Companies," by G. B. Cole; and "A Chapter of Confederate History," by F. G. Ruffin. The announcement is made that the February number of the *Review*, to be issued January 15th, will contain Part III. of the "Christian Religion" series of articles, and that it is to be a very able defence of the Christian faith.

The regular edition of *St. Nicholas* in England is now eight thousand copies. Ten thousand copies of the Christmas number are being sold there. The current number of the *Literary World* has an amusing article, evidently from some legal contributor, on the libel suit against Miss McLean's novel, "Cape Cod Folks," the gist of which seems to be that the plaintiffs may get a verdict of about six and a quarter cents; it has also interesting biographical sketches of "Auber Forestier," and of the Swedish author, Kristofer Janson, who has just come to the United States on his second visit.

The January *Century*, a large edition of which is on the press, will be delayed this month until the 23d. One of its novel features is to be a frontispiece printed in tint,—a portrait of Ex-President Thiers, accompanying an article by the Hon. Elihu B. Washburne, our former Minister to France. A full-page portrait of Queen Margaret of Italy is given in connection with an article on the making of Burano lace, for which the Princess Louise of Eng-

land has made a sketch. The number also has another portrait of President Garfield (from an artotype by Edward Bierstadt, N. Y.) which will accompany an anecdotal paper by Colonel A. F. Rockwell, entitled "From Mentor to Elberon." The immediate friends of the late President regard this portrait as giving a somewhat different phase of the late President's character from that presented by the engraving by Cole in the December *Century*, and as revealing his affectionate qualities, while the latter was especially strong on the intellectual side of his nature. The artotype is also interesting as being the portrait Mrs. Garfield selected to send to Queen Victoria. The sale of the November and December *Century* still continues. A new edition of nine thousand of the latter number has just been issued.

The *Sanitarian* for December is of unusual interest. This number alone, as a household table-book, is worth more to any family than the subscription price for a whole year. Every subject, bearing directly or indirectly upon health, is discussed with such clearness as to present it in its most practical light to the mind of the reader. The chief articles in this number are: The Progress of Sanitary Protection at Newport, by Dr. H. R. Storer; The Germ Theory, by Prof. Pasteur; Influence of Various Articles of Food in Spreading Disease, by Francis Vicker, M.D.; Sewage Irrigation a Sanitary Success, by Alfred Carpenter, M. D.; Distinctive Characteristics of Disease Produced by Eating Pork, by E. Ballard, M. D.; Suppression of Incompetent Medical Practitioners, and Smallpox in Illinois, by John H. Rauch, M. D.; Hygiene in Medical Schools, by T. P. Corbally, M. D.

OUR IDEAS OF COLOR are likely to be upset. The primary colors are said to be red, blue and yellow. But Prof. Donders, long known as the most distinguished oculist in Holland, recently delivered a lecture in Amsterdam on color, in which he demonstrates by an elaborate experimental analysis, notwithstanding the prevailing theory, green must be ranked with the primitive colors. Green, he says, could not be produced by mixing pure yellow and blue—such a composition would be white, in the very nature of things. The green color which is apparently derived from the amalgamation of two paints is in reality the result of "subtraction." This subject can be investigated by almost any one. How is it?

THE DEATH RATE. "Dr. Richardson gave it as his opinion, some time ago, that 'were England converted to temperance, the vitality of the nation would be increased one third in value; or, in other words, that of the 681,000 who die every year nearly 227,000 lives would be saved. This is a startling statement, is it not; after careful investigation, eminent medical authorities think it near the truth. Dr. Kerr, a distinguished physician, says: His own calculations give 200,000 as the number of deaths resulting from drinking, of which 128,000 may be traced to drunkenness, and the rest to more or less moderate uses of alcohol."

AN interesting discussion is now going on in an English scientific journal upon the question whether the heads

of Englishmen have grown smaller within the past twenty-five or thirty years. Evidence has been obtained from the hatters which shows, apparently beyond doubt, that the hats worn at present average one size smaller than those worn a generation ago. The attempts made to explain this by a change in the style of hats and in the manner of wearing the hat and the hair appear to be unsatisfactory.

As an illustration of the general spread of elementary education in Japan, an inspector of prisons has reported that during the past summer he found all the children attending the prison schools for four or six hours every day, while the adults attended in the evenings and on Sundays. In the chief penal settlement in Tokio he found three hundred boys learning rapidly, and was pleased to note in the senior class that the boys were learning ciphering with European figures from one of their own number.

THE conservative disposition of the English people prevents their making many of the reforms in spelling which have for years been established in this country. An example which all our readers have often noticed is that of retaining the letter *u* in such words as harbor and favor. We are hardly able, however, to believe the story that the Bank of England is so tenacious of the accepted form on that side of the ocean, that it lately refused to pay a draft because in stating that it was in favor of so and so, the word favor had been spelled without a *u*.

READING furnishes the mind not only with the materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough for us to cram ourselves with a great load of collection—we must chew them over again.—CHANNING.

WHAT THEY SAY.

The SCHOLAR'S COMPANION is the name of a monthly paper, devoted solely to things that will interest the pupils of the schools. It gives dialogues, recitations, stories pertaining to school life, and the names of those that excel, as well as other features to please this class of readers, and avoids the vice-approving elements found in many papers prepared for the young folks.—*N. Y. Tribune*.

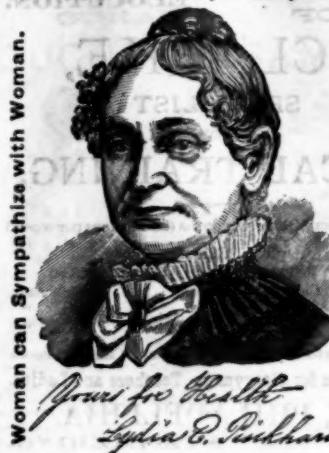
I have noticed with much interest, the announcement that you intend to publish the SCHOLAR'S COMPANION—a paper for youth. I entirely approve of your plan as set forth, and cannot but believe that such a journal will prove a valuable means of improvement to its readers, as well as an important and timely auxilliary to the cause of education.—HENRY KIDDLE, City Supt., N. Y. City.

It is a paper that a teacher can welcome to the school-room, and it will do much to break up the dull routine of daily work, by suggesting new subjects of thought and study.—*Educational Calender*.

It is correctly named, and will supply a want long felt.—*Jonesboro' Times*.

It must prove a helpful periodical to both boys and girls at school.—*Church Union*.

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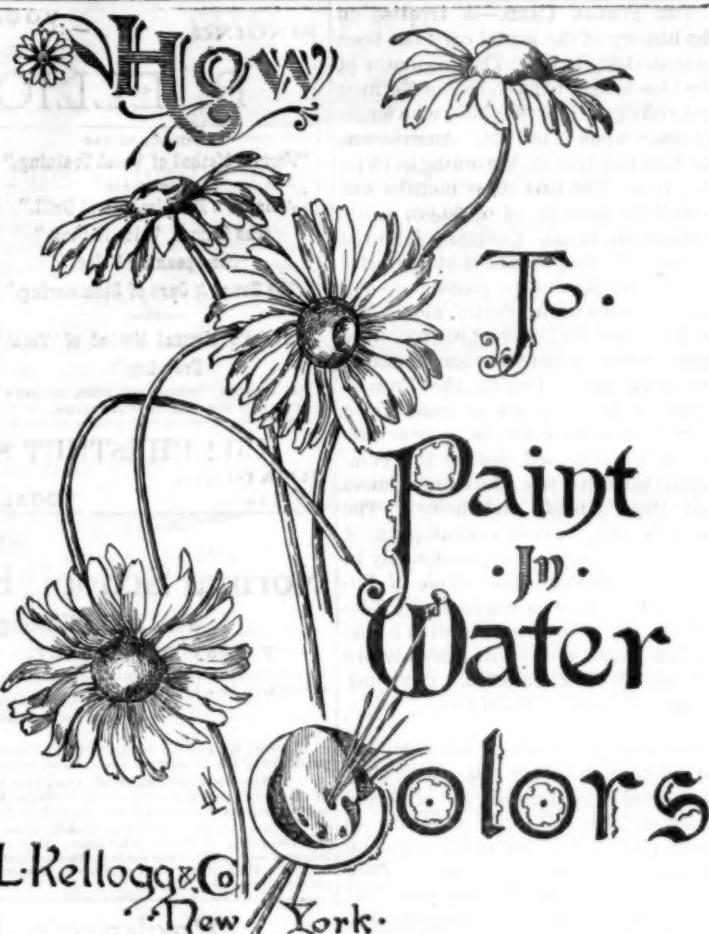
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